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ABSTRACT

The three lessons in this interdisciplinary curriculum unit invite students to explore the meaning of landmarks, places, people, and ideas that distinguish their environment. Lessons include: (1) "Looking Close to Home"; (2) "Moving Out into the Community"; and (3) "Celebrating Landmarks." Each lesson contains student activities, questions, and student worksheets. The document concludes with suggestions for integrating landmarks into the curriculum, a list of Internet and print resources, and credits. (MM)

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Teaching Landmarks

Middle School Curriculum Unit

1998

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Teaching Landmarks

Middle School Curriculum Unit

What are landmarks and why should we care to preserve them? When what gets the most attention is the newest, the flashiest, and the most advanced, what difference does it make to preserve anything at all?

Between 1993 and 1998, the Getty initiated a project called Landmarks of a New Generation (see Landmarks Central) in which they asked youths aged 9-18 in Los Angeles, Cape Town, Mumbai (Bombay), Mexico City, and Paris to photograph their personal and public landmarks as they relate to everyday life and to comment on which ones should be preserved and why.

> "Landmarks are points of reference along a route. They can also be markers on the road of life. They can be places, people, images which mean something to us . . . things that help us find our way. They cannot be empty and meaningless or we would not recognize them as landmarks."
>
> Yvette Kruger, age 16
> Picture Cape Town

Now, through this interdisciplinary middle school curriculum unit, you and your students will explore the meaning of landmarks and the places, people, and ideas that mark you and your environment in special ways.

We invite you and your students to explore landmarks not only as a way of discovering what you wish to preserve, cultivate, study, or celebrate--but also as a way of thinking critically, seeing well, producing good work, connecting with your community, and building a legacy worth preserving.

Photo credits, from top to bottom:
Bhuleshwar Road, Bhuleshwar, Bikram Mitra, from Picture Mumbai
Osofu's backyard, Inglewood, Osofu Washington, from Picture L.A.
In the Trocadéro Gardens, Mathieu Bensa-Wegner, from PictureParis
"The last dance", Scripture Union camp, Andrea Eden, from Picture Cape Town

Teaching Landmarks

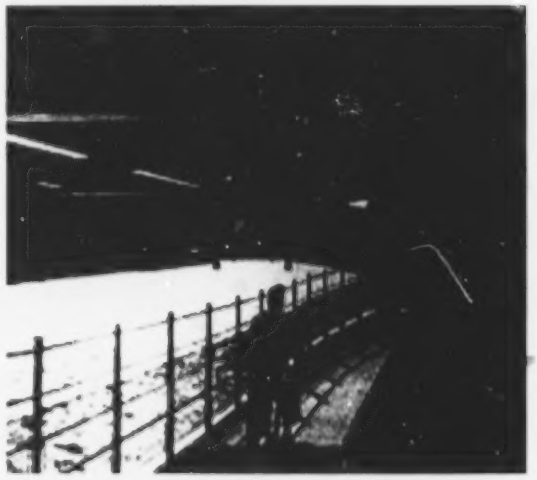
Overview & Objectives
Lesson 1: Looking Close to Home
Lesson 2: Moving Out into the Community
Lesson 3: Celebrating Landmarks
Integrating Landmarks into Your Curriculum
Internet and Print Resources
Credits
Landmarks Central

Overview

The Teaching Landmarks middle school curriculum unit developed by the Getty is an interdisciplinary unit that combines art, language arts, math, and social studies (geography and history).

Students are invited to:

- develop their own
- definitions of the term landmark;
- explore landmarks that are special to them;
- identify and explore one special place, person, or idea the class designates as a landmark; and
- document their landmarks by creating an exhibition, a Web site, videotape, book, or other type of display.



Under the Nonntal Bridge
Simmon Gassner
from Picture Salzburg

Objectives

Through the three sequential lessons of the Teaching Landmarks curriculum unit, students:

- develop their own definitions of the term landmark;
- identify their own personal landmarks and those of others in their community;
- broaden their concept of landmarks to include people, events, and ideas that are important to them;
- learn why landmarks are significant to communities, cities, nations, and the world;
- identify how landmarks define the identity of groups, communities, cities, and nations;
- understand that different people in various times and places identify or build different things as landmarks and for a variety of reasons;
- imagine and describe a landmark as it appears today and
- what it looked like originally, and discuss what influenced the changes;
- document their own landmarks individually and in groups;
- consider what things in their present world should be preserved for the future and provide reasons for their choices;
- value and take care of personal and community landmarks; and
- use photography or another medium to share their vision of landmarks with the community.

The Teaching Landmarks unit can be integrated into art, language arts, math, and social studies (geography and history) classes as a way to explore and celebrate local, national, and global communities.

What are some ways that you've integrated the study of landmarks into your curriculum? Consider sharing your discoveries through the just for Teachers chat room at Landmarks Central or through ArtsEdNet Talk.

Lesson 1: Looking Close to Home

Lesson 1, Looking Close to Home, invites students to think deeply and look closely at some of the special places in their lives. As they explore their own concepts of landmarks, they learn that artists and other people have their own special places that they have explored and celebrated.

Depending on the skills and ability of your class, each activity may take a full class period or may be combined with other activities in the lesson.

Resources needed include:

- photocopies of worksheets (four total for this lesson);
- Internet connection to ArtsEdNet OR color transparencies or
- slides made from ArtsEdNet images; and
- overhead or slide projector.

Vinit's building, Muland
Vinit Chauhan
From Picture Mumbai

Lesson 1: Looking Close to Home includes:

Activity 1: Choosing Your Special Place - Worksheet 1
Activity 2: Your Special Place Has a Story - Worksheet 2
Activity 3: Telling Your Place's Story - Worksheet 3
Activity 4: Artists' Special Places - Worksheet 4

Teaching Landmarks: Middle School Curriculum Unit

Lesson 1

Activity 1: Choosing Your Special Place

To the Teacher:

> "The intersections of nature, culture, history...form the ground on which we stand--our land, our place, the local."
> -- Lucy Lippard, *The Lure of the Local* (1997)

As a way of developing their own definition and understanding of what a landmark is, students will explore the idea of **place**. This will serve as a starting point before students expand their understanding to include a broader definition of landmarks that includes people and ideas.

Students start with a place that is special to them--a room in their home such as their bedroom or even their whole home. The students' special place may be a place where people gather, such as a classroom, bus stop, playground, a neighborhood store, or where something important or significant to them has happened. They will be encouraged to look at this site in new, fresh ways, prompted by questions assigned to them. These prompts encourage them to think about their personal connections to this place--their memories, their stories--and about the ways in which this place is part of who they are and how they define themselves.

Ferry Wharf, (Bhaucha Dhakka) Dockyard Road
Vinit Chauhan
from *Picture Mumbai*

Students may use Worksheet 1 to record their ideas.

Questions & Activities:

Think of a place that is special to you--a place that you would not want destroyed or that you will want to remember when you are very old. Is it:

- inside or outside?
- your bedroom?
- a place in your home where you go to be alone?
- a part of your home where you gather with your family or friends?
- somewhere in your yard or in your neighborhood?
- someplace you visit with your family or friends?

Special places can include places where people gather, such as a park or playground, a bus-stop, a local store, shopping area, or a place where something important or special has happened, such as where you met your best friend or where you found a stray dog or cat.

1. List three things that you especially like about this place. It may help to think about why you go there and what you do when you are there.

2. Describe your place for someone who has never seen it. Think about where it is, its size, color(s), and shapes. Describe its parts. Take a few minutes to describe as many details as you can, remembering that with the words you choose, you are trying to create a picture in someone else's mind.

3. Search your memory for times that have been especially good in your selected place. List these times with the starter: "I remember the time when...."

4. You may have memories of moments in your selected place that were **not** so good. List these with the starter: "I remember the time when...."

5. What would be missing from your life if you didn't have this place in it?

6. Use the ideas that you have thought about above to write a short essay or story about your special place and how it has been important to who you are as a person.

Teaching Landmarks: Middle School Curriculum Unit

Worksheet 1: Lesson 1, Activity 1 - Choosing Your Special Place

Think of a place that is very special to you.

1. List three things that you especially like about this place. It may help to think about why you go there and what you do when you are there.

    1.

    2.

    3.

2. Describe your place for someone who has never seen it. Think about where it is, its size, color(s), and shapes. Describe its parts. Take a few minutes to describe as many details as you can, remembering that with the words you choose, you are trying to create a picture in someone else's mind.

3. Search your memory for times that have been especially good in your selected place. List these times with the starter: "I remember the time when...."

4. You may have memories of moments in your selected place that were not so good. List these with the starter: "I remember the time when...."

5. What would be missing from your life if you didn't have this place in it?

6. Use the ideas that you have thought about above to write a short essay or story about your special place and how it has been important to who you are as a person.

Lesson 1

Activity 2: Your Special Place Has a Story

To the Teacher:

> "The new is as much of a landmark as the old. Often it is the point at which they spill over into each other creating unique patterns and images that is a landmark."
> -- Anitha Balachandran, age 17, *Picture Mumbai*

As a way of connecting themselves and their special places to the community and wider world, students will investigate the past of their special place. They will:

- explore who was at the site before them, how it was used, how it has changed, and who or what changed it;
- use tools such as interviews, close examination, and investigation using various clues;
- note the changes their special place has undergone and offer explanations for these changes;
- seek stories that are told about their place (for example, the time when the mouse was loose, the time when the rain ruined the floor, the time when the bus hit the telephone pole or when the store caught fire, and so on); and
- locate photographs or draw pictures of their special place.

Students may use Worksheet 2 to record their ideas.

To the Students:

1. Find out as much as you can about the place you have chosen. Has anyone else in your family used this place? What about your friends? Your neighbors? Is your place special to any of your friends? How have they or your family members used it? You might want to ask a lot of questions of family members, friends, or neighbors.

Tanabara Kramat, Bo-Kaap
Marwaan Manuel
from *Picture Cape Town*

2. Did your place look different in the past? How did it look? How long ago? Why does it look different now? Try to find clues that will help you discover how your special place was used in the past.

If this is your bedroom, perhaps the bed was in a different location in the past or maybe the walls were a different color. Maybe your room was used for something else at another time. If your place is a shopping area, how did it look before it became what it is today? You may have to do some research to answer your questions about your special place in the past. List some places you might go for answers.

3. Find someone who can tell you a story about how your place was used before it became special to you. Record the story in your own words.

4. Find photographs or draw a picture of your place as it appeared in the past. Remember to show how it was used then as well as how it might have looked.

Teaching Landmarks: Middle School Curriculum Unit

Worksheet 2: Lesson 1, Activity 2 - Your Special Place Has a Story

1. Find out as much as you can about the place you have chosen.

   Does anyone else in your family know of this place?

   Who?

   Do any of your neighbors know of this place? Who?

   Is your place special to any of your friends? Who?

   Write down a memory someone else has about your place:

2. Did your place look different in the past?

   How did it look?

   How long ago?

   Why does it look different now?

   List some places you went for answers.

3. Find someone who can tell you a story about how your place was used before it became special to you. Record the story in your own words.

Teaching Landmarks: Middle School Curriculum Unit

Lesson 1

Activity 3: Tell Your Place's Story

To the Teacher:

> "Landmarks give the feeling of what the place is about. If you tear them down, you will just have this big empty space that doesn't mean anything."
> -- Abbey Fuchs, *Picture L.A.*

Students are now asked to be objective, to stand back from the place and compare it to other places nearby--how it is similar and how it is different. They reveal its hidden story or stories, telling what someone looking at it quickly could never know. They also tell about what their place conveys about the people who inhabit it now, the people who were there before, and the local community and the larger world they are living in today.

The students note the extent to which the special place has been preserved and indicate how and why it has or has not been preserved. They consider what they would want others to know, now and in the future, about this place and imagine a way to convey this to them. They then consider whether and in what ways the place should be preserved for the future.

The roofs of Paris, Montmartre and the Sacré-Coeur Basilica
Justine Lee
from *Picture Paris*

Students may use Worksheet 3 to record their ideas.

Questions & Activities:

1. Think of a place that is similar, but also different from the place you have chosen. List two ways it is similar and two ways it is different.

2. Through your thinking and researching about your special place, you have probably learned some things that most people don't know about it. Write a paragraph in which you complete this sentence: "Someone looking quickly at my special place would never know...."

3. Think beyond your home and neighborhood to the larger world.

Are there places like yours anywhere else in the world? What do you know about them? Are they used in the same ways? Do you think they are special to the people who use them? Are places like yours good for people in the world?

4. Imagine that your place could tell its own story. What might it say about: you and the other people who inhabit or use it now? the people who were there or used it before? the local community? the larger world we are living in today? what might happen to it in the future?

   OR

5. Write a letter that your place might have written (assuming places could write!). This should be a letter to someone in your family, or perhaps to someone in your community--the mayor, for instance. Have your place tell about its own history, including how it has been kept during the time it has been around. Your place should also tell whether and why it should be preserved for the future. Make suggestions about how to keep it special in the years to come.

   OR

6. Instead of writing a letter, create a courtroom drama in which you play the role of your place and try to convince the people in the room to either preserve or not preserve you, as a special place. You will need to tell about your history, including how you have been kept over the years you've been around. You also will need to give reasons for valuing or not valuing, preserving or not preserving you, as a special place. Think about the past, the present, and the future.

Teaching Landmarks: Middle School Curriculum Unit

Worksheet 3: Lesson 1, Activity 3 - Tell Your Place's Story

1. Think of a place that is similar, but also different from the place you have chosen. List two ways it is similar and two ways it is different.

   Similar:

   Different:

2. Through your thinking and researching about your special place, you have probably learned some things that most people don't know about it. Write a paragraph in which you complete this sentence: "Someone looking quickly at my special place would never know...."

3. Think beyond your home and neighborhood to the larger world. Are there places like yours anywhere else in the world?

   Where?

   What do you know about them? Are they used in the same ways?

   Do you think they are special to the people who use them?

Are places like yours good for people in the world?

4. Imagine that your place could tell its own story. What might it say about you and the other people who inhabit or use it now?

   The people who were there or used it before? The local community? The larger world we are living in today? What might happen to it in the future? Write a paragraph describing what your place would say.

OR

5. Write a letter that your place might have written (assuming places could write!). This should be a letter to someone in your family, or perhaps to someone in your community--the mayor, for instance. Have your place tell about its own history, including how it has been kept during the time it has been around. Your place should also tell whether and why it should be preserved for the future. Make suggestions about how to keep it special in the years to come.

Teaching Landmarks: Middle School Curriculum Unit

Lesson 1

Activity 4: Artists' Special Places

To the Teacher:

> "A landmark is a place that's important to me. A place that, having been there, I made it mine."
> -- Casilda Madrazo Salinas, age 16, *Picture Mexico City*

Artists in many culturesóthrough media such as paintings, sculptures, photographs, and conceptual piecesóhave had long traditions of telling us about places that are important to them and to all of us. Sometimes these places are shown realistically and sometimes they are romanticized or otherwise altered according to the point of view of the artist and his or her culture. Students will take what they've learned through looking at these works and use them to guide their own work depicting landmarks. Students will:

- look closely at a chosen work of art;
- analyze the images to determine how the maker has used materials and techniques, formal elements and organization, to convey certain moods, feelings, and ideas;
- examine where these works place the viewers in relation to the place;
- explore how the artist's point of view has affected how the place is depicted;
- discuss their own connection to the place shown;
- discover more about the artists and their works; and
- write an essay about the artists and their works.

Source Images:

Albert Bierstadt, *Yosemite Valley*, c. 1875

John Biggers, *Shotguns, Fourth Ward*, 1987

Agnes Denes, *Wheatfield - A Confrontation, Batter Park Landfill, downtown Manhattan, 2 acres of wheat planted & harvested, summer 1982*, 1982

Walker Evans, *Faulkner Country: Plow in Newly Tilled Field*, 1948

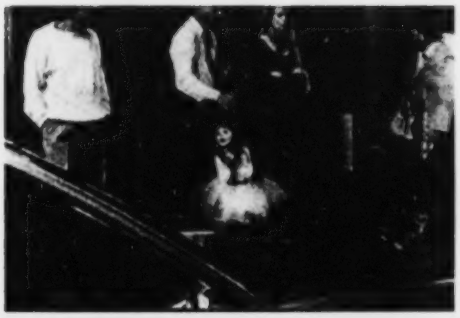
Bob (Robert) Haozous, *Portable Pueblo*, 1988

Utagawa Hiroshige, *Great Bridge, Sudden Shower at Atake* from the series of One Hundred Views of Edo, 1857

Students may use Worksheet 4 to record their ideas.

Questions & Activities:

Artists often show us special places in their art. Generally, these artists want viewers to respond to their work by thinking about the places they show. In the following activities, focus on the images shown to you. Choose one that you like the best.



Beverly Wilshire Hotel, Beverly Hills
Younghee Seo
from *Picture L.A.*

1. What do you see? What has the artist chosen to show you, the viewer? Describe what you see in the artwork.

2. What moods and feelings are conveyed by this artwork? Does it seem peaceful? Violent? Somber? Carefree? Anxious? Turbulent? Playful? Can you think of other words to describe the feelings or moods conveyed? How has the artist used materials and techniques to convey these moods and feelings?

3. Think about how you, the viewer, are situated as you look at this place. Does the place feel bigger or smaller than you? Does it seem close up or far away? Do you think that you are part of the place? Or has the artist made you feel like you are distant observer?

4. Artists sometimes make the places they show us seem very realistic. Sometimes they make the places seem romantic or in some ways better than the real thing. Look carefully at the way the artist has shown you, the viewer, a particular place. Does it seem very realistic? Romantic? Or in some way better than the real thing? What makes you think this might be true?

5. What kind of connection do you have to the place shown to you? Do you feel like you might want to take care of the place? Do you feel like you could simply ignore it? Do you feel like you might have been there or at a place like it in your own life? Does this place remind you of others where you have been? Does it suggest memories you might have of similar places? Or is it someplace you might like to go one day?

6. Find out more about the artist, when and where she or he lived, and about other artworks that the artist has made. Does this artist often make artworks about places? Does the idea of place seem important to the artist? What makes you think this? What evidence do you have? If the place is a building, what can you find out about who had it built and who the architect was?

7. Write a short essay about the role of a special place in the work of the artist you have been considering. Use your thoughts about the artwork you first considered--as well as what you have discovered about the artist and the artist's other works--to help you write your essay. Share your essay with others in your class.

Teaching Landmarks: Middle School Curriculum Unit

Worksheet 4: Lesson 1, Activity 4 - Artists' Special Places

In the following activities, focus on the images shown to you. Choose one image that you like the best. Use a piece of notebook paper to answer these questions.

1. What do you see? What has the artist chosen to show you, the viewer? Describe what you see in the artwork.

2. What moods and feelings are conveyed by this artwork? Does it seem peaceful? Violent? Somber? Carefree? Anxious? Turbulent? Playful? Can you think of other words to describe the feelings or moods conveyed? How has the artist used materials and techniques to convey these moods and feelings?

3. Think about how you, the viewer, are situated as you look at this place. Does the place feel bigger or smaller than you? Does it seem close up or far away? Do you think that you are part of the place? Or has the artist made you feel like you are distant observer?

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5. What kind of connection do you have to the place shown to you? Do you feel like you might want to take care of the place? Do you feel like you could simply ignore it? Do you feel like you might have been there or at a place like it in your own life? Does this place remind you of others where you have been? Does it suggest memories you might have of similar places? Or is it someplace you might like to go one day?

6. Find out more about the artist, when and where she or he lived, and about other artworks that the artist has made. Does this artist often make artworks about places? Does the idea of place seem important to the artist? What makes you think this? What evidence do you have? If the place is a building, what can you find out about who had it built and who the architect was?

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Lesson 2: Moving Out to the Community

In Lesson 2, Moving Out to the Community, students will examine how they are part of the school and wider community and will choose one special place as a class to explore and study closely.

They will also explore the concept of landmarks in greater depth, expanding it to include people, ideas, and activities. Students will look at how others have "marked" special places. They will consider the philosophical issues about preserving landmarks and draw their own conclusions whether or not things should be preserved.

Clays Barber Shop on Manchester Boulveard, Inglewood
Osofu Washington
from Picture LA

Depending on the skills and ability of your class, each activity may take a full class period or may be combined with other activities.

Resources needed include:

- photocopies of Worksheets
- Internet connection to ArtsEdNet OR
- color transparencies or slides made from ArtsEdNet images
- overhead or slide projector
- magazines and other photographs of buildings and landmarks that can be used for visual displays

Lesson 2: Moving Out into the Community includes:

Activity 1: Looking for Shared Experiences - Worksheet 5
Activity 2: Telling Stories about Your Shared Places
Activity 3: Considering How Others Have Preserved Special Places
Activity 4: What Are Landmarks?

Teaching Landmarks: Middle School Curriculum Unit

Lesson 2

Activity 1: Looking for Shared Experiences

To the Teacher:

> "My playground is my landmark. I enjoy spending time with all the other children. I wish I could always be with them."
> -- Asir Mulla, age 12, *Picture Mumbai*

After exploring their personal connection to a special placeóa place that **marks** their personal experience, students employ some of the same strategies used in Lesson I to look at and think about their own community. They initially focus on this shared experience rather than a particular space. Through discussion, they are encouraged to see the ways in which their individual experiences overlap. They map their individual and collective lives, marking where they intersect.

Breach Candy, Bhulabhai Desai Road
Bikram Mitra
from *Picture Mumbai*

Divide students into teams as a strategy for examining how group experiences overlap. Students will create a visual display such as a map or a Venn diagram that shows how their activities are separate or overlap. They will then come together to choose one special place to explore as a class.

Students may use Worksheet 5 to record their ideas.

Questions & Activities:

We all come together with experiences of times outside and inside of school. When you are in school you do many things together, but outside of school, each of you uses time differently--each of you takes part in activities that are special to you. We will now pay attention to the ways in which we spend our time, looking for ways that are similar to as well as different from each other.

1. On Worksheet 5, record what you do for three days. Make sure that at least one of these days is **not** a school day. Every hour, on the hour, record how you have spent your time during the last hour, skipping those hours when you have been sleeping.

2. In small groups, compare your records to those of the other

members of your team. Pay special attention to times when the members of your group separately do similar things, when they do things at the same time, and when they engage in unique or individual activities.

3. Make a large visual display in which you show your group's findings. This display could include pie charts, bar charts, Venn diagrams, maps, or any other visual that shows the things you do during the day. You will need to decide how you will show the things that most or all of your group do, although not necessarily together or at the same time, the things that most or all of your group do together, and the things that you do separately.

4. Share your display with the other groups in your class. Pay special attention to the things that all of you in the class do, whether you do these things alone or together. Make a list of these activities. Try to take this further by imagining what would happen if all the members of your school engaged in this whole process. Then try to take it further, into the local community, and imagine what things might be shared with most members of the community.

5. Examine your classroom, school, or local community for places where you share experiences. Make a list of all the places where shared experiences might take place. This could be a special corner of the classroom, the cafeteria, the playground, the hallways, a bus stop, a street, a shopping center, or a recreation center, for instance.

6. Examine the list that you have made and rank the places, noting those that are the most special or the most important to you and your classmates as members of a community who share parts of their lives. As a class, decide which of these places you will investigate further, just as you investigated your own individual special place earlier in this unit.

Worksheet 5: Lesson 2, Activity 1

Looking for Shared Experiences

Record what you do for three days. Make sure that at least one of these days is NOT a school day. Every hour, on the hour, record how you spent your time during the last hour.

Day 1	Day 2	Day 3
1:00 a.m.	1:00 a.m.	1:00 a.m.
2:00 a.m.	2:00 a.m.	2:00 a.m.
3:00 a.m.	3:00 a.m.	3:00 a.m.
4:00 a.m.	4:00 a.m.	4:00 a.m.
5:00 a.m.	5:00 a.m.	5:00 a.m.
6:00 a.m.	6:00 a.m.	6:00 a.m.
7:00 a.m.	7:00 a.m.	7:00 a.m.
8:00 a.m.	8:00 a.m.	8:00 a.m.
9:00 a.m.	9:00 a.m.	9:00 a.m.
10:00 a.m.	10:00 a.m.	10:00 a.m.
11:00 a.m.	11:00 a.m.	11:00 a.m.

12:00 p.m.	12:00 p.m.	12:00 p.m.
1:00 p.m.	1:00 p.m.	1:00 p.m.
2:00 p.m.	2:00 p.m.	2:00 p.m.
3:00 p.m.	3:00 p.m.	3:00 p.m.
4:00 p.m.	4:00 p.m.	4:00 p.m.
5:00 p.m.	5:00 p.m.	5:00 p.m.
6:00 p.m.	6:00 p.m.	6:00 p.m.
7:00 p.m.	7:00 p.m.	7:00 p.m.
8:00 p.m.	8:00 p.m.	8:00 p.m.
9:00 p.m.	9:00 p.m.	9:00 p.m.
10:00 p.m.	10:00 p.m.	10:00 p.m.
11:00 p.m.	11:00 p.m.	11:00 p.m.
12:00 p.m.	12:00 p.m	12:00 p.m.

Teaching Landmarks: Middle School Curriculum Unit

Lesson 2

Activity 2: Telling Stories about Your Shared Places

To the Teacher:

> "I think a landmark is something that marks a special event in one's history, one's personal life, or the life of one's community."
> -- Jolene Martin, age 16, *Picture Cape Town*

The worker who would be a preacher, The Grand Parade, city centre
Jolene Martin
from *Picture Cape Town*

In the last activity, students selected one special place that they would investigate further as a class. In this activity, students find out how the place was before they inhabited or began to use it, considering who was there, how it was used, and so on. Students will use the same tools as in Lesson I, Activity 2, such as interviews, looking closely, investigation using various clues, and so on. They will note the changes the place has undergone, creating a timeline and offering explanations for these changes. They seek stories that are told or have been told about their place. In addition, they seek stories of local heroes, which may be part of the lore of the place.

Questions & Activities:

1. Find out as much as you can about the place you have chosen as a landmark:
    - What is the relationship of your landmark to the area surrounding it?
    - How has it been used in the past?
    - Did other people in your community use this landmark? How?
    - Talk to people in your school or community to learn as much as you can. What would you like to know?
    - Did your landmark look different in the past? How did it look?
    - What was in its place before it came into being? How did it come into being?
    - Are there any special stories about this place? Did anything special happen here? Did any special people live or work

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here?
    - How do you think it will be used or look in the future?
2. Locate photographs of your landmark at the local library, newspaper, or historical society; if you cannot find photographs, create an artwork showing how it might have looked in the past.

3. How important to other people is the place you have chosen? Have people valued the place your class has chosen as special? Has it been preserved for others in its original form? If so, why do you think people have preserved it? If not, why do you think people have chosen **not** to preserve it?

4. You have chosen a place that is special to your class and to the community. Do you think it should be preserved for the future? Why? If so, how would you go about preserving it? If it is preserved for the future, will it have a new meaning or function?

5. Create a timeline as a way of telling others about the place you have chosen. Make sure to think of things to tell them that they wouldn't know without being in the place or looking at it. The timeline will show how your place has changed over the years. Include text, photographs, drawings, or other representations of your place through time. Include stories of special things that happened or people who lived or worked in the place. Display it in your classroom or school.

Lesson 2

Activity 3: Considering How Others Have Preserved Special Places

To the Teacher:

> "Old buildings store old stories. If we break these buildings, the stories are finished."
> -- Vinit Chauhan, 17, *Picture Mumbai*

Million Dollar Theater, downton Los Angeles
Raul Herrera
from *Picture L.A.*

The students are introduced to a more traditional notion of landmarks. They see examples of great landmarks from around the world. They engage in discussions and activities to consider what a landmark can tell us about a community. They might go to the Internet, seeking landmarks from other communities. They collect examples of all kinds of landmarks and can visit the UNESCO Web site, which lists the more than 500 sites that have been nominated as World Heritage Sites. They print out Internet images, go through magazines (Smithsonian, National Geographic), travel guides, chamber of commerce materials--and display these on a surface that will allow for them to rearrange their images. They note the kinds of choices that have been made about what should be preserved. They then begin to sort through these, trying to come up with categories--a process that will help them in the next activity.

Questions & Activities:

1. Find out about places in the world that have been preserved for others to enjoy or use. Look first in your own community and then beyond your own community to others around the world. Has there been any effort to preserve places in your school, your neighborhood, or your community? How have places been preserved? What have people living now or in the past done to make sure that certain places have been preserved?

2. Collect evidence to show that people around the world have preserved places that they believe are special. Look on the Internet for examples of places that have been preserved. You might also go through magazines, travel guides, chamber of commerce materials, and books about places.

3. Create a display of what you have found to show that people around the world have preserved places that they believe are special. Make categories of the images you have found based on the ways they have been valued and looked after. For example, some places are well-cared for, such as Katsura villa (Kyoto, Japan) and the DjennÈ mosque (Mali, West Africa). Others, such as Trajan's Forum (Rome, Italy) and Pueblo Bonito (Chaco Canyon, New Mexico, U.S.A.), are valued but over time have fallen into ruin. Think about the choices that have been made about what should be preserved. Have places been preserved because they took a long time to build or were hard to make? Because they mark important human activities such as places to pray or to play? Because they mark important historical events?

Teaching Landmarks: Middle School Curriculum Unit

Lesson 2

Activity 4: What Are Landmarks?

To the Teacher:

> "I used to think that a monument was something dead, like the remains of a war, or an ancient civilization. For me it was a place I didn't understand, that didn't speak my language. Now, to me, a monument means something that's important, a place or an event in my past that affects my way of life. It makes me the person I am at this moment."
> -- René Garro Wong, 13, *Picture Mexico City*

The students are encouraged to explore the concept of **landmarks**, "unpacking" the term and listing some of the ways it might be expanded. Some of the questions they consider:

- What does it mean to preserve a "mark"?
- What are some ways we humans "mark" the land?
- Are landmarks made intentionally to **be** landmarks?
- What is the purpose of a landmark?

The students might consider whether something can be a landmark to only one person, whether landmarks are always old, or whether an event can be a landmark. They might consider whether relationships among people can be landmarks.

Kaapse Klopse finals, Green Point Stadium
Andrea Eden
from *Picture Cape Town*

Students may also consider how time is involved, addressing the questions:

- Does a landmark need to be there for a long time or can it be a fleeting moment in time?
- What would be the point of a fleeting landmark?
- Who could gain from such a thing?
- In what ways do landmarks "mark" us?
- What roles might a landmark play within a community?
- Can a landmark help a community?
- Can a landmark be a detriment to a community?
- Do all languages have a word for **landmark**? Why or why not?

Students might reflect upon the economic benefit of landmarks to communities. For instance, many roadside attractions eventually have become landmarks and have economically benefited the communities in which they are found. The giant cowboy boots outside a mall in San Antonio and the Hollywood sign, Randy's doughnuts, and the Brown Derby in Los Angeles seem to have become landmarks in these communities.

As students explore the range of things that might be considered landmarks, they might also make distinctions between their landmarks and historic monuments, noting traditional examples of each.

Questions & Activities:

Thinking Philosophically about Landmarks

1. Review what you have done so far. You have looked at landmarks that are important to you, and you have thought about what connections these personal spaces or places have to who you are. You have also looked at spaces or places that are important to your class, your school, or your community. In doing this, you have again thought about what connections these spaces or places have to the people who use them. You have considered how people around the world have designated spaces or places that are special, and how they have preserved them for the future. You have begun to think about why people preserve spaces or places that are important to them.

2. Spaces or places that have been preserved are often referred to as "landmarks." Think about the idea of a **land mark**. What does it mean to "mark" the "land"? Make a list of connections between what you have been thinking about with respect to your own personal and shared spaces or places and the idea of a landmark.

3. In small groups, create posters that show the ways that you have been thinking about landmarks. You might make a conceptual map, putting the word **landmark** in the center and show how the concept can be extended to include the kinds of things that you have been willing to consider as landmarks. Include photographs cut from magazines or downloaded from the Internet, drawings, and other materials that you have found. Compare your poster with those made by other groups in your class.

4. As preparation for writing an essay that addresses the question, "What is a landmark?" consider the following questions. Think about the special place you chose as a class, as well as the global landmarks you have looked at:

5. What are some ways we humans "mark" the land?

6. What does it mean to preserve a "mark"?

7. What is the purpose of a landmark?

8. Are landmarks made intentionally to **be** landmarks?

9. Can something be a landmark to only one person?

10. Are landmarks always old?

11. Can an event be a landmark?

12. Can relationships among people be landmarks?

13. Can something that happened be a landmark?

14. Does a landmark need to be there for a long time or can it be fleeting in time? What would be the point of a fleeting landmark? Who could gain from such a thing? (The Aborigine songlines are shown as examples of landmarks for which there are no physical human-made indications.) In what ways do landmarks "mark" us?

15. What roles might a landmark play within a community?

16. Can a landmark help a community?

17. Can a landmark be a detriment to a community?

18. Do all languages have a word for landmark? Why or why not?

19. What might be the difference between landmarks and historic monuments? You might need to examine examples of each.

20. Do a Web search on the word **landmark**. What kinds of things do you find? What do they tell you about what other people consider to be landmarks?

Thinking Philosophically about Preservation

You have been thinking hard about the idea of landmark. Now do some good, hard thinking about the idea of **preservation**. As you consider the following questions, remember to provide examples to help you make your points. Consider such questions as:

- What does it mean to preserve something?
- Who should decide what is to be preserved?
- Why preserve *anything*?
- Can everything be preserved in its original form? If not, how can things that change, such as people, or things that are not physical, such as events or memories, be preserved?
- Can something be preserved and also changed?
- Are we preserving something if we completely change its function?
- What roles does nature have in relation to preservation?
- Why do some things get preserved and others not?
- What is the relationship between the idea of preservation and what we have considered in the way of landmarks?

Imagine that the local community council has asked for people to come forward and present a case for preserving a space or a place (a landmark) that will best communicate what is significant about the community. Imagine that you are asked to give such a presentation. What would you say? If the special place you chose as a class is in danger of being torn down or needs to be restored, consider making a case for it to the local community. What would you do to run a campaign to save or restore it?

Lesson 3: Celebrating Landmarks

In Lesson 3, students document their landmarks. They will work collaboratively to choose how they will document their landmark through an exhibition of photographs, drawings, and essays; a Web site or videotape; by donating a collection of photographs to a local library; or by assembling their images and writing as a book or creating a photocollage mural. The lesson described here focuses on creating an exhibition of photographs.

Resources needed include:

- camera and film for each student;
- materials needed to create a display; and
- other materials as determined by the class for esenting landmarks information.

pr

In the Trocadero Gardens
Mathieu Bensa-Wegner
From Picture Paris

Lesson 3: Celebrating Landmarks includes:

Activity: Celebrating Landmarks - Worksheet 6

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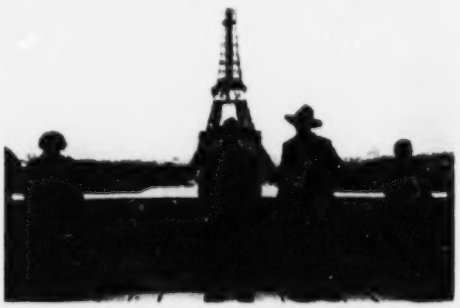
Teaching Landmarks: Middle School Curriculum Unit

Lesson 3

Activity: Celebrating Landmarks

To the Teacher:

> "I grew up in Paris. People who destroy, who don't take care of Paris, destroy my memories and also my identity. To see the neighborhood where I grew up change would be like seeing a piece of my own history and of my childhood disappear."
> -- Jérémie Garnier, 18, *Picture Paris*



Traditional craftsmen watching the countdown to 2000 at the Eiffel Tower
Mathieu Bensa-Wegner
from *Picture Paris*

In Lesson 3, students collaborate to create an exhibition that tells others what the students consider to be landmarks. Depending upon the materials, techniques, and approaches they use, this exhibition may be in the form of a Web site, a book, a classroom or school display, a videotape, or a combination of these. The point is to share with others what they have been thinking about their community. The students might focus upon their school, neighborhood, city, their community's traditional landmarks, or upon whatever they believe to be worthy of preservation, including people, ideas, and activities. In addition to photographs taken by the students as part of this lesson, the exhibition can also include the stories, drawings, and documentary photographs that were generated as part of the process of developing the final photographs.

The students are introduced to the use of the camera and use this means for documenting and expressing what they believe is important.

The Landmarks Central Web site has information on how to get the word out about your students' exhibition.

Kids Framing Kids gives some strategies for taking interesting and unusual photographs.

Kodak's Web site offers strategies for using photography in the classroom.

Questions & Activities:

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You have been exploring the idea of landmarks and the relationships among landmarks, communities and individuals. By this time, you should have some good ideas about some significant personal and communal landmarks including special places. You have thought about some of these places as landmarks worthy of preservation.

One way of preserving significant places is through photographic documentation. Your teacher will help you use cameras to document your landmarks. You will need to be selective as you choose what to photograph. You will also need to be selective as you choose from your collection of photographs those that will be part of an exhibition entitled Celebrating Landmarks.

The Exhibition:

Backbay Reclamation, Cuffe Parade
Nicole D'Souza
from *Picture Mumbai*

Your exhibition will present your ideas for others to consider. It might be in the form of a display, a Web site, a book, a video, or a combination of all of these. It should include both images and writing--writing that you have done and writing that you will do especially for the exhibition. You will want to make sure that your exhibition shows others what you have learned about the importance of place to the individual and shared lives of people living in communities.

Getting Started:

Learn how to use your camera. Become familiar with the functions of its various parts. Learn how to frame an image, paying attention to angle, distance, and composition. You may wish to look at a variety of photographs and pay attention to how they were framed. Note the following:

- Did the photographer aim the camera from above, below, from either side, or from the front of the object photographed?
- Note the distance between the photographer and the object. Is it close up, far away, or somewhere in between?
- Note the different ways that a subject can become the focus of a photograph.
- Has the photographer used symmetrical or asymmetrical balance in order to compose the photograph?

Decide with your classmates whether you will use color or black and white film.

Planning Your Photographs:

1. The photographs that you take and the exhibition that you create will depend, to a great extent, upon the kinds of discussions that your class has had about landmarks and preservation. You may decide, for instance, to allow each member of the class to create

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photographs that primarily celebrate personal landmarks. You may decide to focus on shared spaces within your school or community that you believe are landmarks and should be preserved. You also will need to decide whether to work alone or in small groups.

2. Create photographs that convey your own ideas about what is important about landmarks. Here again, it might be useful to look at photographs and artworks created by others as you did in Lesson I. Consider what ideas, moods, or feelings have been conveyed and how the photographer managed, through angle, distance, and composition, to convey these things. As you look at these artworks and think about what you want to photograph and what ideas, moods, and feelings you wish to convey, try to imagine the photographs you will take. Make sketches to assist you in your planning.

Creating Images:

1. Experiment by photographing your subject from different angles and distances, using different kinds of composition. Remember to hold the camera steady as you take your photographs.

2. Review your completed photographs and choose those that are most successful in conveying what you intended. You may need to take additional photographs using what you have learned from your first attempt.

3. Select those photographs that best convey your intended meaning.

4. Write a brief caption, story, or commentary about each photograph.

Exhibiting Your Work:

1. Using the theme Celebrating Landmarks, plan your exhibition. How will you organize the photographs? How will you include writing? What labels or other forms of information will you include?

2. You will also need to decide the ways in which the photographs, writing, and other information will be mounted for the exhibition. Your solutions to these problems will vary, depending upon whether you are planning to display your work in an exhibition, in a book, a video, or a Web site.

Reflecting Upon What You Have Done:

1. Write in a journal or on a Worksheet 6 designed for this purpose, your ideas about the photographs you have made. Consider these questions:
    - Why did you select this particular landmark to photograph?
    - What does this landmark say about you? About your community?
    - Why should this landmark be preserved?
    - Are you happy with your completed photograph? Why or why not?
    - What, if anything, would you change? Why?
    - What do you want viewers to think about when they see your

photograph?
    - In what ways has the process of thinking, talking, and writing about special places and landmarks been important to you?
    - In what ways has the process of creating photographs been important to you?
2. Write in a journal or on a worksheet designed for this purpose, your ideas about the exhibition you and your classmates have created. Consider these questions:
    - In what ways, if any, have your ideas about landmarks changed from the beginning exploration of your own personal special place to the completion of the exhibition?
    - What would you like others to know about landmarks?
    - Has the exhibition succeeded in conveying important ideas about landmarks? Why or why not?
    - Would you like to see your exhibition travel to other places, to other students or communities? Why or why not?

And now, just for fun, check Landmarks Central to see some photographs that students from around the world have taken of landmarks.

Teaching Landmarks: Middle School Curriculum Unit

Worksheet 6: Lesson 3 - Celebrating Landmarks: Reflecting Upon What You Have Done

1. Write in a journal or on this worksheet designed for this purpose, your ideas about the photographs you have made. Consider these questions:

   Why did you select this particular landmark to photograph?

   What does this landmark say about you? About your community?

   Why should this landmark be preserved?

   Are you happy with your completed photograph? Why or why not?

   What, if anything, would you change? Why?

   What do you want viewers to think about when they see your photograph?

   In what ways has the process of thinking, talking, and writing about special places and landmarks been important to you?

   In what ways has the process of creating photographs been important to you?

2. Write in a journal or on this worksheet designed for this purpose, your ideas about the exhibition you and your classmates have created. Consider these questions:

   In what ways, if any, have your ideas about landmarks changed from the beginning exploration of your own personal special place to the completion of the exhibition?

   What would you like others to know about landmarks?

   Has the exhibition succeeded in conveying important ideas about landmarks? Why or why not?

   Would you like to see your exhibition travel to other places, to other students or communities? Why or why not?

Integrating Landmarks into Your Curriculum

The Landmarks unit can be readily adapted into arts, language arts, social sciences, and history classes at the middle school level; there is also a mathematics component that looks at how information is presented in graphic form. Teachers will find it simple to adapt the material to younger students studying their own communities and to older students seeking to understand how their communities fit within the larger global context.

Downtown skyline from Griffith Park Observatory, Los Feliz
Raul Herrera
from *Picture L.A.*

Art

Landmarks leads students to examine their cultural and built environments. It includes art activities such as:

- creating an illustrated timeline;
- analyzing how artists of other times and places have looked at landmarks and understanding the historical context for this work;
- looking at artworks cross-culturally;
- looking closely at a chosen work of art;
- considering the philosophical ideas behind why it is important to people to preserve places, peoples, and ideas;
- determining the form their exhibition will take, considering multiple solutions for presenting information about the landmarks they have chosen to represent;
- gaining a deeper appreciation for their own values and the values of others; and
- learning photographic skills to convey ideas and feelings.

Language Arts

Literature and reading teachers can use Landmarks as a way of exploring storytelling and personal and community stories. Links can be made cross-culturally as students learn to explore their own values and those of others. The Landmarks unit can encourage limited English proficiency students to explore their experiences both in their places of origin and their new homes.

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A number of activities within the Landmarks unit encourage students to research, read, and write, including:

- writing a short essay or a story about a place that is special to the student;
- using interviews and research to discover more about landmarks in the students' and in the class's lives;
- recording a story told by someone else in his or her own words;
- writing a letter to a member of the community about why a landmark should be preserved;
- locating, evaluating, and synthesizing information to tell the story of places, peoples, ideas, and activities, drawing on many sources and technologies; and
- comparing and analyzing alternative perspectives on an issue found in literature and other sources and evaluating a variety of solutions.

Works of literature that pay particular attention to ideas of place, community, and/or landmarks include:

- *Spoon River Anthology* by Edgar Lee Masters
- "Ozymandias" by Percy Bysshe Shelley
- *The House on Mango Street* by Sandra Cisneros
- Bibliographies [this is a reading list of regional and place-based writing, but not necessarily at middle school level]

Math

Connections to the mathematics curriculum from the Landmarks unit include:

- developing, using, and interpreting tables and graphs that describe everyday situations;
- collecting, organizing, and displaying graphically; and
- drawing conclusions supported by given data.

Social Studies and History

Teachers of social studies and history can mesh the Landmarks unit into the studies of local and world history, particularly in the study of their communities and their links with larger global issues. Ties can readily be made to the study of ancient history, for example, because much of the archeological record consists of landmarks that have been valued and preserved through the ages. Landmarks activities include the following links to social studies and history standards:

- gathering, identifying, questioning, and evaluating different ideas, values, behaviors, and institutions to construct interpretations;
- evaluating historical information reflecting a diversity of ideas, values, behaviors, and institutions, using multiple sources, in order to better understand history from different points of view; and
- analyzing and explaining events, trends, issues, historical figures, and movements.

Internet and Print Resources

Internet

English Heritage Web Site - http://www.english-heritage.org.uk/

Kids Framing Kids : photographic strategies - http://www.artsednet.getty.edu/ArtsEdNet/Browsing/Kids/index.html

Kodak - http://www.kodak.com/US/en/

Landmarks Central - http://www.landmarkscentral.org/

National Geographic - http://www.nationalgeographic.com/index.html

National Park Service conservation and preservation internet - resources http://www.cr.nps.gov/ncptt/irg/Welcome.html

Picture Cape Town - http://www.picturecapetown.org/

Picture L.A. - http://www.picturela.org/

Picture Mumbai - http://www.picturemumbai.com/

Picture Salzburg - http://www.picture.salzburg.or.at/picture/

UNESCO World Heritage Sites - http://www.picture.salzburg.or.at/picture/

United Nations CyberSchoolBus - http://www.un.org/Pubs/CyberSchoolBus/

Print

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Credits

Teaching Landmarks was produced in a collaboration between the Getty Education Institute for the Arts (GEI) and the Getty Conservation Institute (GCI).

Dr. Marilyn Stewart, professor of Art Education, Kutztown University, and 1997-98 visiting scholar to the Getty Education Institute, and Kathy Talley-Jones, arts education curriculum consultant, wrote this curriculum.

Dr. Mahasti Afshar, Group Director for Heritage Recognition at the Getty Conservation Institute, created the Landmarks Project and initiated the collaborative effort to build these curriculum materials.

GEI's ArtsEdNet Team (Candy Borland, Marlin Mowatt, and Naree Wongse-Sanit) and GCI's Adrienne Whitaker and Jeffrey Levin provided guidance throughout the project.

The ArtsEdNet Team designed the Teaching Landmarks materials for the Web and implemented them on ArtsEdNet.